

P1641541

Do don't children do very well taught & very
happy in their lessons as things are now? was especially
true of the school in question; yet both teachers and
children find an unmeasurable difference between
the casual interest aroused by marks, pleasure
lessons, & other school devices & the sort of steady
ardency you

Motley & Other Poems, by Walter de la Mare (Constable 3/6).
ppnus41

In
Hobson's School - Denmark - Monarchs & people
Technical with humanists - Burn, outline
Personality

Continuation School

A hundred years ago, that is, about the close
of the Napoleonic wars, the more educated
countries of Europe turned themselves to the
task of renewing their spiritual assets.

The schools were not the first concern.
They took upon themselves

preaching conception - not of the educability
of the adolescent mind of the adult.

Jugendwelt in clothe led the way
inspired by the statismanship of

K. Faberophat enthusiasm of Fichte, the
student of the University - one of the values

other person or rather may
be kindled in young persons an extraordinary

year for learning knowledge was for them
the principal thing of all knowledge, a knowl-

edge which was most to be desired, a knowl-

edge which was to be had by no life greater than

they told right or wrongly but their
manners, manners, manners, manners, manners
over trees from and over the earth - more titles

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P5pnem54I

4. interest which it is apt to become too narrowly utilitarian in making us lose that ideal element which gives all education its chief power over character. ^{as far back as} The ^{the} moment of decision, was not without its own. We know how in 1917 Dr. Hirschsteiner saw a notice in ~~newspapers~~ of a prize for an essay on the best way of training youth. He wrote the essay, was crowned by the Academy ~~over the page~~, & the little pamphlet has influenced opinion throughout Europe, including England ^{as well as the U.S.}, America, Professors Dewey ^{and} ~~and~~ Comenius, America, his

Philip Magnus ^{and many others} & Dr. Armstrong at home, found with this German treated a new gospel of education, And what was the rest of the new gospel? practically not same not what had passed from England, France, Scotland, a century before; a utilitarian education should begin; a utilitarian education should be compulsory & universal; child adolescent should be "saturated with the spirit of service, provided with the instruments of effective self-direction": Behold, a Utopia at hand; every young person should be fitted, body & soul, for the uses of society; as for known uses,

with the cost of education ~~has indicated~~, for ourselves done ^{chart} Teasons of moral madness more than one in our history; let us read now "Barney Bridge" for example. or our "Fame of the "Pupil of the Reich" bearing in mind that the novelists ^{not} added nothing to the points of the case. But before the war there was the heavy toller ^{lost} ~~parties~~ ^{was then} working in gangs ⁱⁿ English fields today, & think of him ^{now we remember our own} family, to should not we ^{all} ^{heavy consequences} heavy consequences as prisoners in a strange land.

See, we have in peace time bitter things to say of our British working man, but he compares favorably with the embittered Latin, the sulky Teuton whom ^{all} ~~but~~ ^{comes} across ^{not} iron-trevels. And the better man does the better work. I have spoken of a few lesser industries in which a few men workmen excel, perhaps because very or little matters & our failing is not to do our best except on a big occasion. like a big job or a great war. Then we showed our mettle. ~~not at this~~ But, probably, in all our considerable industries, we excel. Germans often

will pour over the materials of our
dresses with Reb. Englishmen! well dressed
men are English-tailored in English cloths,
we buy, or buy it, things "made in Germany"
because they were cheap, but the most
costly & the most eagerly desired
goods in most-feminine shops are English

This is a point to bear in mind;
we are given to depreciating ourselves &
each other, but as a fact we have no ke.
to make up. As a manufacturing nation
we are well in the van & are without induc-
ment to sell our birthright for a mess of
pot-~~eggs~~-imperializing at best, if you are to
judge by the faces of them who have eaten &
are not satisfied.

Before I come to the point I desire to make,
let us consider if the problem of continuing
schools has been anywhere ^{at least} more
successfully met in the countries where
mention is made. One of these, Germany especially,
has done all that is to be done in response

to spur of higher wages, bigger returns; but from
the beginning of the movement, say, 1806,
a northern country has worked ~~towards~~ⁱⁿ toward
different end. In Denmark, for example,
they ~~do not~~ ^{have} communistic schools, but
"People's High Schools", a name with a
pleasant sound which possibly designates
a pleasant thing.

Denmark, like Germany, was devastated
by the Napoleonic wars, but its form of
nat. communism ~~was~~ ^{as we know} the result
actions & disease & loss of countries, now
Denmark had been reduced in 1788 by the
joining of the cays, now comes along
~~land~~ ^{and} at the Central Station in Copenhagen
now ~~where~~ you stand "Nedans Pillar":
raised in commemoration of this event
~~the~~ ^{now} inscription upon it runs, "The King saw the
Civic Freedom tried in righteous desire for Knowledge
Country, Courage & it - defense, desire for Knowledge
longing for Industry, hope of prosperity"; for "n
other side, the King had that Seafarers should
cease; that to the land laws should give order
& right; that before Peasants may become
over & easily ruined, industry & good, & honorable
citizens, his happiness".

Brunthilf seemed colleagues as ardent as himself, & was the work of God best worth doing in this world. Out of his small savings, doubled by gifts from friends, he built a house & invited in the middle of winter, invited the peasants to come & be instructed in the history of the world, Danish history, Scripture history, northern mythology, ^{natural} history, literature, geography, &c singing & reciting ballads, at a charge of less than £4, for six months, & incidentally board & lodgings, beginning with fifteen, soon he had a hundred young men devoting knowledge & life at his lips. To commence follow the progress of these Danish Schools.

of the people without one.
Grandtzig is happy in his lieutenant, if we
may call them so; diversity or unity is the
notion of these people's high schools which at least

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The worth of their founders (or "fathers") often impresses his pupils more than the teaching in their sayings: - "Spirit is might; Spirit reveals itself in speech; Spirit works only in freedom." ^{In all} ~~in~~ trace the source of these sayings, & indeed, this movement seems to have been from the first profoundly Christian: ~~the~~ Christianity ^{in the narrow} ~~in the~~ ^{philosophia catholicæ}
~~definitive sense, but rather~~ ^{in the} ~~in the~~ ^{in the}
~~underlaid by the Anglo-Saxon, +~~ ~~Anglo-Saxon, +~~ ~~underlaid by the~~
~~Imperial Germanic~~ ~~Imperial Germanic~~ ~~underlaid by the~~
Walls of the Spanish Chapel of S. Maria (Florence) where we have the seven Liberal Arts informed by the descending Spirit of God.* How well was Grundtvig's rendering of his spiritual doctrine we see in his desire ^{that} "above all some acquaintance with popular literature, especially the poetry & history of one's own country, will create a brand new world of readers all over the land."

I cannot go into the question of the Agricultural Schools; of which it's said,
"The Danish agricultural school is the child of the Danish Folkehøjskole, much like this has Christian faith sometimes been its basis."

* ~~Reported by B. H. Davis to Congress in Florence~~

Careless
In our happy days before the war, ^{PBPNEU54I} we could all have been witness to the excellence of Danish butter, but have we considered the "resolution + capacity" with which Danish farmers passed over from making poor butter in their various small holdings to the manufacture in cooperative dairies of butter of an almost uniform quality? This, too, yields an eminent Swedish prosperity, is due to the high schools, for "just as enrichment of the soil gives the best conditions for the seeds sown in it, so well-grounded humanistic training provides the surest basis for business capacity, and at least so in the case of the coming farmer". These are weighty words, deserving of our ~~serious~~ consideration at a moment when we are at the eve of a new departure. * May I recommend to all who are interested in re-reading the admirable volume of "Agricultural Schools in England + elsewhere", edited by Dr. Sadler - published by the Manchester University Press, the which I saw most of the past year - perhaps the most copious, also an important series of Blue Books issued by the Bd. of Education.

Proprietary
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I was unable to do anything at the Danish
Schools ~~as they~~ were not open at the time of my
visit - but one was tempted to compare
Copenhagen with Denmark. The former struck
me as being ^{for example} the former struck
me as a city with a soul.

The ~~are~~ ^{are} neighbouring northern countries
watched the experiments being tried in
~~Denmark~~ ⁱⁿ ~~Denmark~~ with something more than interest.
Indeed, & so quickly did they follow
the lead of Grundtvig that 'People's High
Schools' sprang up in the four countries
almost simultaneously & the observer
comes upon traces of a humanistic education
among the people of all four. At the Hague,
I saw ~~an~~ ^{an} ~~old man~~ ^{in his working clothes} showing the pictures
in one of the galleries to his boy of seven who
listened eagerly & looked ^{concerned} ~~well~~. The father
was working in the great-Delft porcelain
works ^{near} ~~near~~ houses of culture both in countenance
& manners. But nothing struck me more
than what I saw in the general shop of an
out-of-the-way village in Sweden; the villagers
people were apparently all peasants & with the
exception of the pastor & the doctor, & the village

Chopped cold catfish, herring, ches
 & calico; but across the small window
 was a shelf closely packed with ~~paper~~
^{in paper cases} bound volumes which had two
 or three dusty, of em, I could not read
 the titles, but they were translations from
 the French & German of authors ^{that} I knew
 & England was represented by ^{the} Colquhoun
~~because the names of Scott, Mackenzie,~~
 Thackeray, Tennyson, Dickens, &c.
~~now of lesser import~~ The last thing out
^{self assured} in the valley was in
~~our house~~ but the valley was in
^{in any house} 'King in court'; but now reading
 while the others worked ^{out} the long
 winter evenings, the neighbours ~~sat~~
^{standing} on his own door steps, discussed
 the long arms of Bob Roy, Colonel Newcome
^{edison}, ~~with his little friend~~ in Boston
^{a melancholy Jacques}, ~~in~~ persons
 etc., Beggarly & Baikis, & other scenes,
 of interest & delight. I do not know,
 but probably the ~~advertisements~~ ~~at news~~
 of these northern countries are less far
 fetched from our own; they pursue

fair share
~~food & meat~~ of those things which endure,
 & grievances like root & bear fruit in
~~other~~ ^{as} ~~no~~ ^{or} other content
 empty minds; it becomes ^{a man} more
 here something to think of, & if ^{his} education
 have made no provision for the after day,
~~the poor man~~ receives with open mouth
 & open mind every form of discontent
~~carried~~ in the air. (V. K. M. etc. etc.) our northern neighbors
 which a cheap price breeds in order to
~~few not reward him~~ ^{common to German landsknechts} I do not know if
 easier do populations in this Swedish village (& a thousand others
 like it), the pick of the people ~~profound~~
^{from many towns.} ~~but~~ reading, dramatic scenes, & the like,
 but there is little doubt that bright young
 English girls would do so. & pretty, the
 love of the forest woods no longer draw,
 away our village maid & many who do
 as ourselves is more interesting than
 what others do ^{for us} & a good winter performance
 by a village club would afford lively
 interest for the year.

But I must not let myself be drawn
 away by this village in Utopia of which we all dream

Stockholm, too, afforded suggestions of plain living & high thinking. The families of men high in the state appear to lead simple lives ~~more or less~~^{in another} than ~~and~~ commissaries & other villeins
but border the lakes & firths. They seem to be occupied with things of the mind & have their political thought upon high principles. Very likely they are poets ^(at least). The King was a poet. It is not necessary that they should surround themselves with pomp & circumstance because a ~~very~~
~~fin~~ country prevails in all classes;
it is curious to watch the ~~society~~
~~and~~ etiquette of men's pastimes
& greeting at the various landing places
on the lakes. By this means, probably
no sort of work or style of living is considered
degradation; I have met two tall fair ladies
maiden, as cook & housemaid in the home
of a friend;

They were quite simple in manner
which belonged to them as the daughter of
peasants at home.

I have tried to establish that the Kultur
opened by the Kerschensteiner ^{Antonius} type of school has
had no good effect upon morals & manners
& no conspicuously good effect upon
manufactures.

That England is under no necessity to follow Germany's lead in this matter,
as Germany itself acknowledges our
manufactures ~~leads~~ to be greatly superior.
This may be ~~so far~~ ~~that~~ paying up ~~our~~
~~own~~ ~~poor~~ in ours

But Denmark & the neighboring states tax
on the contrary, ~~taxes~~ a pattern which we
~~might~~ follow with profit - because they
lead in this way in which we all that

that the People's High Schools of Denmark
are works of our model. ~~and~~ ^{the} follow the
Continuation Schools which ~~at the age of~~
Bavaria

but they are so, because character & conduct

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Intelligence & motivation or
the outcome of a humanistic ~~education~~
~~involving education~~, in which the
knowledge of God is put first; this
begins us as have a special gift nature
which has lost those gifts that she had
because they could not discern
~~through his blindness & the things that~~
matter.

On his return to India the patient will often
change his "litter" or bed of his neighbour,
or bottle for stimulation going to the moon with
cotic, soon. Now we can't take educational
prescriptions designed for another patient.

The Frontline schools are for students ranging
from 18-25^{not}, the ~~but~~ more difficult
ages, from 14-18, ~~with which~~ are caused
~~to command their supervision~~; again,
the People's High Schools are residential;
in countries so largely agricultural it
is possible for a large part of the population
to spend 5 months, year by
year, ~~set in winter~~, at one of these
People's High Schools.

There can some doubt from all four of
our problem is young adolescents

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in a country largely manufacturing.
An cloth is landed ~~on~~ to us, is generous
measur, too, though stamping for
our purposes; purple, How shall we cut our
cloth? & we shall best spend no less
hours a week in which 'Education' is
done ~~in~~ ^{work} have a great hand with the young city per'
If we follow ~~up~~ of least resistance
we shall ed. in boy as he is doing in
rest of the week - work for his employer, but
with the advantage of special training in his craft.
This would be a hit trial; as employer works
lets with on hand what he gives with the
other; besides, when employer doubts the ability
of his staff & train is young employees' gain,
the technique of any employment takes less
time to learn, it is in practice that is of value;
- a practice is work, year in & year out work;
Community schools should exist for technical
instruction; though perhaps an hour & a half
given to slugs, bookbinding or the like, would
afford a certain quickness of hand & eye.

"We must give it ~~up~~ ^{to} the time &
things of the mind if we believe has the
mind, to require its relations, that
thus the mind by no means be
poor thing as to feed it.

Having cleared clear of Sylle or how not
escaped Cheshire. With the fed will now
the world to give the boys & girls something
~~to~~ ^{to} chew on & cud on real stuff &
digestion & assimilation ^{rejoice} the flood
gates are opened, ~~now~~, at ocean of
rich food & know overflows us, & we
have left ^{at} seven hours & a week! We are
tempted to compromise in two directions:
we are in a hurry to make good citizens,
now, good citizens must have sound
opinions about laws, duties, work, wages,
etc. poor opinion int' them from the lips
of lectures & teachers. Again, there is some
to be learned that a selection must now
be made; the teacher makes the selection &
the young people are "poured into like a bucket"
which as Carlyle goes on to say "is not exhibiting

"to any soul." Some ground is covered, very
well is satisfied; by the young people leave
~~the Contingent School~~ school when the time comes
discontented & uneasy, if their work bore
them & their leisure bores them, if their
pleasures or pastimes, they grow
into men & women rather eager than
otherwise for the excitement of a strike.
That is because the Contingent School
like the primary schools has failed to
find them; they have been pointed out
"like a bullet" with depressing effect
& know nothing ^{silly} of joyous living.

This is the real educational difficulty;
in schools ^{for} of all classes, for pupils of
all ages, - a enormous field of knowledge
which it is necessary to cover in order
to live with intelligence & moral insight.
Know on thing well upon gain the intellectual
powers & apprehend many things. is the
academic solution which has certainly
produced the best results we have seen
hitherto. But that doctrine rests upon
the notion that man's life body is a per-

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23 of development in various directions
by means of ~~it~~ ^{and} ~~proper~~ exercises - such
as rowing for example, develops certain
muscles of the ~~body~~ ^{however}, &
~~self-taught~~ ^{but formed} educational thought reveals
ourselves as of enormous capacity.
Self action, present in every one, something
but one demand ~~one~~ - its proper perfunctio-
n need mind only & its activities let care
of themselves; as the well fed workman
is ready for his labours, so morally
nourished mind knows, feels, thinks, judges
with ~~general~~ ^{admirable} rightness. The good man & the
magnanimous citizen is ~~the~~ ^{the} man who
has been fed with good convenient for him.
Such a view of education naturally
includes religion, for we may take
knowledge roughly as of three sorts, - knowledge
of God, that is religion; knowledge of man
to be got at through history, poetry, tales
~~tales and fables~~ ^{of}, or laws & customs
~~of men, that~~ ^{of} all civics; or laws of
self government; - morals. On other parts
of knowledge remains; many by again shortly
turn something of implements of life, the kind
of air, the stars in their courses, the numerous
phenomena not come under the observation of

intelligent persons.

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Here we are, on the verge of Retired life for
our country which we are all determined that
the outcome of the war, faced with infinite
possibilities on either hand; - the vast range
of knowledge & the ~~so great~~ ^{very} educability of
mind, with a third fact that we have
not time for short cuts; a hasty meal
& sleep, however necessary, does not nourish
the mind: ^{on the other hand,} ~~of the surface~~ of the latter is not
assimilated; there is no education
but self-education answer to young, decent
works with his own mind nothing is effected.

But we are not without hope, an astonishing
field has been opened to us after the last
three or four years; ~~young~~ ^{children} of which com-
mon ~~now~~ ^{now} ~~children~~ in Common Schools
are doing ^{with} ~~in~~ creditable things in ~~expecting~~
~~spirit~~ ^{of} freedom & joy; they have taken to
and this our education has greedily
knowledge for its own sake. - knowledge is

the true field that shows indicated.

"All is not for all" was the sad conclusion of that
Danish patriot ^{who found} ~~that~~ ^{the} ~~hopeless~~ ^{hopeless} life of the
no doubt great ~~but~~ ^{and} ~~hopeless~~ ^{hopeless} life of the impasse life.

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presently
X a poor & mean vocabulary & a field
of thought in which there was ^{or want} ~~any~~ literary
background associations. So, "All is not gold" he
said, books are not for the people,
wherefore ^{so} the young students were educated
by men of enthusiasm who had
this country's literature history at their
fingers' ends & could convey the
temper of their own minds. A great
deal has been effected, but much would
be lost if a teacher never leaves the stability
of those who seek their ^{own} meat. & as
northern neighbors have not all succumbed
to blandishments of Germany.

But what if all were in all, if the
present hope of Comenius, "All knowledge
for all men" were in process of taking shape?

This is what we have established in
various parts of cases, even in those of dull
& backward children. But any child
can understand any book of the right caliber
if it be in literary form; the children require
no education of what they read; that has
attention never flags while so engaged, but they

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wishes a few pages at a single reading
so promptly that they can tell it all back
at the time of months later, whether it
be A Pilgrim's Progress, or one of Shakespeare's
plays; not they know individually
with this telling back, so that no
two children tell quite the same tale; but
they learn incidentally to write & speak
with vigorous style.

Now this art of telling back is educational
& is extraordinarily enriching; we all
practise it; it grows in our minds the
points of a conversation, a lecture, a sermon,
an article, & we are conscious that our
own ideas & arguments stick & grow
as we able to retain; the rest ~~more~~ ^{more} of us
of a very pleasant singer. Thus, we not only
retain but realize, understand, & let it
thus go over in a very comprehendible & Read
form which a sculptor produces from his block;
each incident stands out in relief, every phase
acquires ^{an} new beauty & new poignancy, each
link in the argument is riveted; in fact we
have performed the act of knowing, & what has

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we have read or least becomes a part
of ourselves, it is assimilated. After
the repetition of ~~an~~^{the} west matto ~~is~~^{is} ~~postulates relation~~

~~pestilence~~ ~~recovered~~
to have brought this returnal of
directions from a child; like those
famous men of old, we have found
out - "Knowledge meets for the people";
+ to our surprise, it is the best knowledge
~~anywhere~~
Conveyed in the best form ~~but not best~~.
Has not been till now like our Socrates
teachers of old ~~the last~~ ^{Demand} ~~the last~~ ^{because}
~~they had taken many~~ ~~the key of knowledge,~~ ~~not the~~
~~same~~ ~~children~~ entering in ourselves & understanding those
who would enter in?
in this position, we ~~very~~ realize

who would enter on.
Today, we are in his position; we may realize
that there is an art of knowing & performing,
but we can know without this art, but
it must be self-performed; but it is as
agreeable & natural to the average child as man
as singing is to the song thrush; but to know
is in fact a refined function. Gets a
sense of the incuria which prevails in most
schools, only to ~~know~~ stimulate by marks.

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projis. passes all such expedients
as may occur to the various teachers.
yet this sign is on the young, consumers
with the desire to know, can we but find
out what they want to know & have they
regards to the ^{the} ~~know~~ ^{know} ^{it} - may I hide under the initials
these things ⁱⁿ ~~are~~ claims to have discovered
after many years of research: they want
what we call the humanities, every honest
boy child of them by no means in
the exclusion of science ^{old. claim} ^{to be content} (Science itself
must be presented in ^a ~~form~~ ^{of} letters
(in addition to ^a ~~it~~ ^{it} or they cannot
play with it). Because we are not all
persons from whose lips drops inspiration
upon every subject - under the sun, we fall
back upon books. And here is the rub: we
have always been as "natural" mean
about books. Dear Proj's Arthur:

But these young wage earners will undoubtedly
prefer to buy their own tools but we must
introduce rules in such a way that they shall
desire to possess more + less at each ^{only} ~~the number~~
~~easy~~ ^{by little & little} ~~any way~~ ^{Payments} ~~for goods costing~~

27. It will be seen from the enclosed work paper
in order to form idea of the method used with pupils
what sort of work the
proposals for combination Schools & perhaps
as refuge place it will be well to consider
the idea of what is now being done in
Council Schools or the like schools
indicated. In the Spring Messenger, (1915)
a Conf. of R. P. N - S - V - was held in Cork,
at which two schoolmasters, two schoolmistresses
& two distinguished directors of education spoke
of their knowledge & experience in the working
of this method. The following extracts showing
different points emphasized by each speaker
give a fairly complete view of the theory &
practice I am bringing before you & may
practise ^{and} ~~and~~ in the schools of education.
a truly epoch-making discoveries; perhaps not
since the invention of the first alphabet has such
~~possibilities been opened up.~~
Some of the remarks have been on the work of
children of peasants. How it would seem well
~~to put~~ ⁱⁿ in the Anti-Slavery work these can
follow the same scheme ~~in~~ the same
methods, based upon ~~common~~ common
~~common~~ ^{but equal} ~~and poor~~ properties of mind & comprehend general
in their adaptability appeal. The scheme carries

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pupils to this 18th yr., & so on from discoveries
that neither social class nor lack of opportunity
in the past aspects the power of the mind to deal
with knowledge, ~~and~~ ^{so}, it is protest that the
young people of the Cork schools will do as follows.
as other young persons of this age in the subjects they
take up. (Examples of V + V Ans.)

The answers I have quoted belong to the 'humane'—
because no other study is & remunerative.
Let me draw your attention to one point,
instability, morest, is the serious danger
which threatens by the development of the our
way. career
~~classes~~ ^{now} ~~and~~ ^{now} ~~of~~ the country,
the said ^{now} ~~and~~ ^{now} ~~now~~ can be ^{and} when it is,
said the one class which acts when it is, at the
outpost of empire
is a home estate, in the
home where you will, is the class educated by
public Schools, that is, men brought up in the
humanities. Many languages will be used
about these men ^{although they} much
more ^{do} to the ^{and} ~~the~~ ^{and} part of our
national work, they will be called ungrateful, that

3rd is the mind, decadent
but still, as I say, the work that is done is
for the most part done by them. Is they
not some expression of ideas about the
feeling of progress? do we not ~~not~~
~~not~~ ^{with} progress ~~and~~ movement, action,
assuring ours are, this is progress? And
is not much of our activity like the
waves of the sea - movement without
~~is always, among never~~
advances? The publication before us of
is that of ~~not~~ ~~not~~ striking forward, & fruit
wring upward - the condition for such
~~wrings~~
~~is~~
The progress we desire is not - that of ~~now~~
incessant movement, but the still progress
of growth, the progress that comes of root
striking downward & fruit wring upward. This
in character & record -
progress is not attained through any conditions
of environment or influence but only
through the growth of ideas secured in the first
place with conscious intellectual effort.
I would be ~~possible~~ to find only a book of this
kind meet in our schools, but it will take a long

way, how far, our Public Schools may illustrate.
This is not Latin & Greek, names & abilities, environment
& commerce - nor of the ~~old~~ ^{new} ~~supposed~~ ^{old} people did the
women of the same class have all these, ^{still} including
it may be the classics, & stability is ~~but~~
it means this characteristic ^{quality} - A careful
analysis will bring us to the conclusion that
the ~~humanities~~ ^{alone} ~~only~~ bring forth the sort
of slate efficiency which implies growth.
Now, ~~now~~ said we have, after all,
generous allowances of cloth ~~allowable~~ ^{out of habit} to cut
our coal - seven or eight hours a week, but
of that ^{time} page for page, took for work, we
may fit in as full a complement of
poetry, prose, history, essay, biography, ^{and} comedy, ^{and} tragedy,
the ~~humanities~~ ^{between the ages of 14 & 18,}
as our public men have intimated at schools
To let our men do it in the ^{classical} ~~ancient~~ tongue,
which ^{is one n} ~~is~~ ^{and} ~~most~~ ~~well~~ ^{and} English, but
however, as regards Greek literature, we cannot
honestly say that - that of England is second to
any the world has yet seen. It can give to
the people the thought of the best minds we can
see in this part. It concerns intelligent

³³
oppn = an act of knowing - which bears
fruit in capability, character & conduct.
It cannot offer the people the grace of
Scholarship in the abstract view, but
no doubt earnest souls will find
a way to get this surpassing excellency
also; if there be profit in printing &
grammars, then they must prosp. too.
but the inspiration & delight of ^{giving} ~~knowing~~
into an intellectual world full of
associations, on. They should have,
a well of healing & fountain of delight.

And this spring should be open to
every man who would drink. Every
now & then, whether in the time of Lent
or Commons, somebody introduces a bill
of Horace, say, & it not long is rejected.

Why? They have all been there, & the tag
is "reminders of familiar scenes as old
as of a great ^{ode.} poet." How this common
ground of Rom. & i. is estimable in
what may be called its cohesive value.

All Englishmen of a certain class have a
number of unwritten codes, often Country &
Country ways, because this ~~that~~-personal
code is narrow & illiberal, but often, again,
generous & magnanimous, as the code
in question. but these codes derived largely
from books read ^{at} school, or always
a social bond of great strength.

This is what we should afford to the
nation at large & sort of background
of thought stretched in from the books
men & women have read. I - School, the
middle class inclined with ^{Content,} ~~Hawthorne~~, Mrs.
Swallow, Mrs. Prudy, with daffodils
& clouds & nightingales, with a numerous
promissory & seeming purposeless
Scenes & sayings, which combined together
& serve the purpose of a background, &
turning the thoughts incidents of today
into relief. In this reason, we, like
the Public Schools, read the same books,
with such an intense single reading, that

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for the rest of their lives forever &
allusions they come across will
kindle in their eyes not light which
never was on sea or land. Few people
in people, have something to talk about.
A recent visit tells us that old
friendships begin with ardor but
do not prosper, because the men
have nothing to say to each other;
a club of boys we are called upon
to manage if we wish to stop the
disastrous instability which causes
a multitude to rise to any cry,
however futile & fallacious. We
may hope that Secondary Schools
will add this medium of English
& their classical studies, & then
the candidate for election will have
something ^{else} to appeal to than the
~~supposed~~ desire to "better himself"
which is supposed to dominate
every man. By the way, we

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than at the hundred

years every man has
a knowledge which
comes into play & often
acquires the desires succeed in
repressing it.

The Big.

This is a great task we set ourselves
to do, & our success has been con-
siderable. Not we think a ^{total} reade-
ning here confidence in the
principles & methods in ^{proper} op-
eration.

or knows what it is doing stream to
answer questions.

I should like to submit to you, Sir, that
the period of the "continuation school" will afford
no time for experiments, & it might be well
to adopt a scheme which has during a
quarter of a century won over numerous
intellectual & highly loyal young citizens.
No expense whatever attends the adoption
of this school. The young student uses
a good many books. It is true, but
a desirable thing for ~~growing~~ well-carried
would go each to buy his own books,
paying for them by degrees, & so forming
the most delightful of personal possessions
a little library of his own. An expense
even in elementary schools shows
~~not~~ there is a tendency to do this.

Further information as to the "World Education
for All" movement may be had from Miss F. A. Brown
the organizing secretary of the "World" in England
is ~~organizing~~ ^{now} ~~now~~ ^{by year}

at 46 Communal Schools.
 1. We hope that our work may shortly
 be taken up by Communal Schools
 2. & I think it would help these if
 they too might work towards
 leaving Cert. of another different kind
 "A Liberal Education for all"
 The motto of the movement of which
 is the work of the Publ. Dept. of all classes
 of the community ~~and~~
 In School syllabuses, ~~and~~ ^{available} Examinations regulations & each School's
 pecuniary organization.
 The syllabus for each class of boys
 covers a termic work, followed by
 an examination on the work next
 to be prepared. But the Cert. shall
 be granted on the last of these exam. papers
 done by the Student. As inclined to
 the Union, Examiners might ~~not~~
 demand his own preparation of
 spontaneous work, in the exam. though
 perhaps to take at some "local centre"
 under supervision.

Perhaps you may have glanced
 at the two sets of papers, well
 I am glad to say we accomplish our
 object of applying liberal education,

thousand of chd in primary & secondary
 schools are working their syllabuses with
 very surprising results, but the Editor of
 the T. & S. has already ^{discrepancy} ~~arranged~~ space
 for Less ^{part} of a movement known as
 "A Lib. Ed. for all". My object in this
 letter is to suggest that principles
 intended & schemes of work which have
 produced instant results in schools
 might with advantage ~~be~~ ^{be} ~~admitted~~ carried on further. ~~less~~
suggested The syllabuses for secondary
 schools include work for pupils of eighteen
 & girls of eighteen also leave the school
 often ask for the successive programmes
 that may contain Recitations,
 these embrace a wide field of literature
 scenes, history, civics, religion, history,
 art, language, mathematics, a field
 which it is only possible to cover because the
 work demands the full attention of the scholars
 & every "reading" is either narrated or
 one in class or com part of it written.
 The practice in speaking tends to
 appreciated by the young people. The "Armenian
 School" means it is satisfying to tell what

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